Read to be Ready

Teaching Foundational Skills
Through Reading and Writing

Module 6: Planning, Resources, Materials, and Environment

Objectives

- Explore print-rich environments and analyze how they contribute to learning the foundational skills during shared reading, interactive writing, and word study lessons

- Consider the texts, materials, and resources needed to engage in teaching the foundational skills during shared reading, interactive writing, and word study lessons

- Investigate how resources and manipulatives support students' active exploration of foundational skills

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Link to Tennessee English Language Arts Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening Standards** through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- **Motivating Students**
- Presenting Instructional Content
- **Activities and Materials**
- Teacher Content Knowledge
- Teacher Knowledge of Students

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Planning for Teaching Foundational Skills During Shared Reading

Using Text Characteristics to Plan for Shared Reading

Text Characteristic	Definition
Genre/Forms	The *genre* refers to the kind of category of text: fiction or nonfiction. Forms refer to the kind of text: e.g., poetry, songs, enlarged picture books, nursery rhymes.
Book and Print Features	The *book and print features* refer to the physical attributes of a text: e.g., font, layout, length.
Sentence Complexity	*Sentence Complexity* refers to the complexity of the structure or syntax of a sentence. Addition of phrases and clauses to simple sentences increases complexity.

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Using Text Characteristics to Plan for Shared Reading

Text Characteristic	Definition
Language and Literary Features	Language and Literary Features refers to the qualities particular to written language that are qualitatively different from those associated with spoken language: e.g., dialogue, setting, description, mood.
Vocabulary	Vocabulary refers to the meaning of words in a spoken language.
Words	Words refers to the "decode-ability" of words in a text; phonetic and structural features of words.

Planning for Shared Reading

I Had a Loose Tooth
by Lillie D. Chafin

I had a loose tooth,
A wiggly, jiggly loose tooth.
I had a loose tooth,
A-hanging by a thread.

I pulled my loose tooth,
My wiggly, jiggly loose tooth.
Put it 'neath my pillow,
And then I went to bed.

The fairy took my loose tooth,
My wiggly, jiggly loose tooth.
And now I have a quarter,
And a hole in my head.

Planning for Shared Reading

- With a partner, analyze "Fuzzy Little Caterpillar" by considering the following text characteristics:
  - Genre/Form
  - Book and Print Features
  - Sentence Complexity
  - Language and Literary Features
  - Vocabulary
  - Words

- Use *The Fountas & Pinnell Literacy Continuum* and The Tennessee English Language Arts Standards as resources as you analyze the poem.
  - Grade 2 pp. 124-125

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Reflection

- How did analyzing the text characteristics along with the original text analysis form help you to plan for teaching foundational skills during shared reading?

- Provide rationales for your thinking.

Planning for Teaching Foundational Skills While Writing

Student Writing Samples
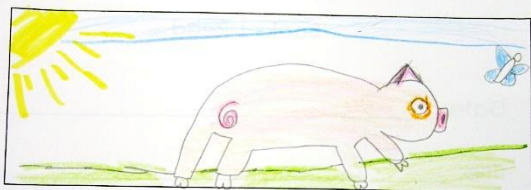
I thik that the butterfly is in evey pag because it takaingn the pig evey wer.
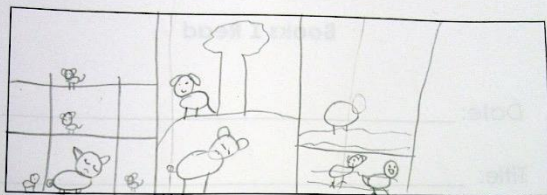
I Thik that the pig folow the butterfiy in evey Payg. to play with him.
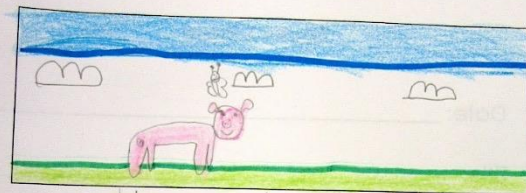
I thak that the butterfliy is ffolding him because the annmos wod not play win him.

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Reflection

- How did this analysis of student writing reveal opportunities for teaching foundational skills while writing?

Materials and Resources

Word Walls

Kindergarten
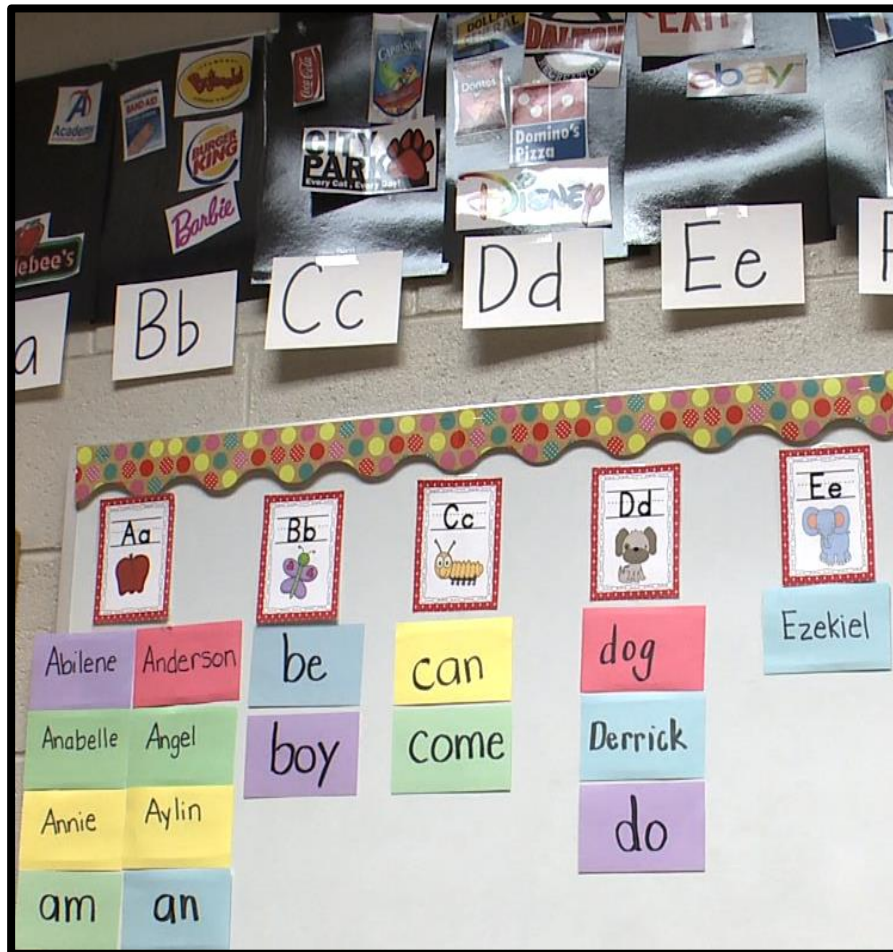
Grade Two

Name Charts
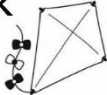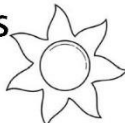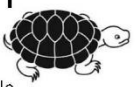
Kindergarten
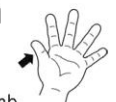
Grade One

Alphabet and Consonant Cluster Charts

Alphabet Linking Chart

		A a apple ape	B b bear
abcd efg hijk lmnop qrst uv wx yz			
C c cat celery	D d dog	E e egg ear	F f fish
G g gate giraffe	H h hat	I i iguana ice cream	J j jack-in-the-box
K k kite	L l leaf	M m moon	N n nest
O o octopus ocean	P p pig	Q q queen	R r ring
S s sun	T t turtle	U u umbrella unicorn	V v vacuum
W w window	X x x-ray	Y y yo-yo	Z z zipper

ALPHABET LINKING CHART, GREEN/BLUE SYSTEMS

Consonant Cluster Linking Chart

			bl block
br bridge	cl cloud	cr crib	dr drum
fl flag	fr frog	gl glasses	gr grapes
pl plug	pr pretzel	sc scarf	sk skeleton
sl slide	sm smoke	sn snake	sp spoon
st stamp	sw swing	tr truck	tw twenty
ch chair	sh shovel	wh whale	th thumb

CONSONANT CLUSTER LINKING CHART

Word Anchor Charts

People in Our Lives

dad
mom
sister
brother
uncles
cousins
grandma
grandpa
baby
me
friends

Animals

dog
cat
bird
fish
lizard
bunny

Our Weather Wall

meteorologist
precipitation
temperature

cloud types
Cirras
Cumulus
stratus
nimbus

Climates
- polar
- temperate
- tropical

arctic   blizzard
Aantarctica avalanche
blubber

forest
deforestation
bushfire

monsoon
humid
tsunami

condensation

Word Study Charts

Designing and Utilizing a Print-Rich Environment

Classroom Environments

Teachers don't preplan and make attractive charts to decorate the room; our word walls and charts are *working documents* created by the teacher and children together...While the general plan and the principles repeat year after year, the charts reflect the unique thinking of any one group of children; the examples they discover, the order in which they produce them, the way they organize them.

Fountas & Pinnell, 1998

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Classroom Environment Tour (Grade 1)

- As you watch the video look for evidence of foundational skills teaching that has been documented.

- Consider what parts of the environment were created with the students.

Discussion

- How do name charts, word walls, alphabet linking charts, etc. provide the potential to support the teaching and learning of foundational skills?

- What will it take to create an organized, print-rich environment that will support teaching and learning of the foundational skills in your schools?

- What are some materials or resources that classroom teachers in your buildings might want to add to their classroom environments?

Reflections

- Concluding Reflection

- Reflecting on Your Learning

- Planning for the Teaching of Foundational Skills
  - Self Assessment of Teaching of Foundational Skills
  - Foundational Skills Area of Focus Planning Sheet

Break